



Pemulwuy

Newsletter of the NSW AECG Inc.

April 2015

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Annual General Meeting

Dubbo 2015



Have your say

Want to have your say?

Let everyone know the great things happening in your Local or Regional AECG. To be published, send your photos and stories to: info@aecg.nsw.edu.au

The NSW AECG Inc. would like to Acknowledge the traditional custodians of the land on which we work, and pay our respect to Elders past and present.

From the President...



At the moment I'm thinking about

How important it is to celebrate and recognise what we have achieved and what we are doing rather than focus on what hasn't been done. Many people work tirelessly for the betterment of Aboriginal people and communities and instead of saying "Well Done!!!" What can we do to help???" we sometimes focus our conversations on "Why haven't you done"

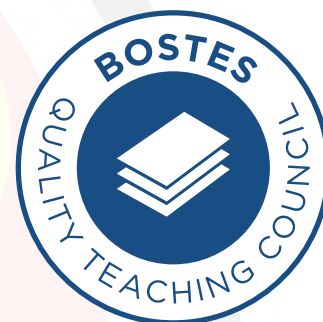
It is extremely important that along our journey we celebrate and recognise the many successes we have, however small. We still have significant work to do to reach parity in many areas but let's pat each other on the back for the many good things and successes we have along the way. Some of those successes are in this edition of the Pemulwuy, and I'm sure that there are many more pats on the back to give. Let's not forget to do it.

Cindy Berwick
President
NSW AECG Inc.

NSW AECG now an Endorsed Provider of Courses

The NSW AECG is endorsed to provide QTC Registered Professional Development for teachers at Proficient Level.

The Quality Teaching Council (QTC) plays an important role in improving the status of the teaching profession, advising BOSTES about teacher accreditation, quality teaching initiatives and the endorsement of professional development providers.



The NSW AECG will be running a series of workshops across various locations and venues throughout the year.

These workshops will focus on curriculum areas K – 10 and include geography, science, Effective English as an Additional Language/Dialect, First Contact and Personalised Learning Plans for Aboriginal students.

For information, visit the NSW AECG website www.aecg.nsw.edu.au or phone 9550 5666.



Bangamalanha **CONFERENCE**

26-28 October 2015

Dubbo, NSW

Bangamalanha Conference is an opportunity to share with others working in post-school Aboriginal education and training

Logo designed by Teresa Yasserie

Designer interpretation . . . 'the logo is three circles that represent the three rivers of the Wiradjuri people; the black line joins them together as one group'.

Australia Day Honours

Congratulations to Rod Towney and Michele Hall on being awarded Public Service Medals on Australia Day for their work in the field of education.

Rod is a man who is passionate about education on his own land and is humble about his achievements.

"It's good to be acknowledged but I never seek acknowledgement. You go and do your job and if you're doing it well people will comment anyway. And we all make mistakes. If you make a mistake you move on," he said. "It's rewarding because I'm part of shaping people's lives. Education opens the door to people, it leads to places," he said.

He said his background provides him with a different perspective.

Rod Towney acknowledged those who supported him and TAFE Western.

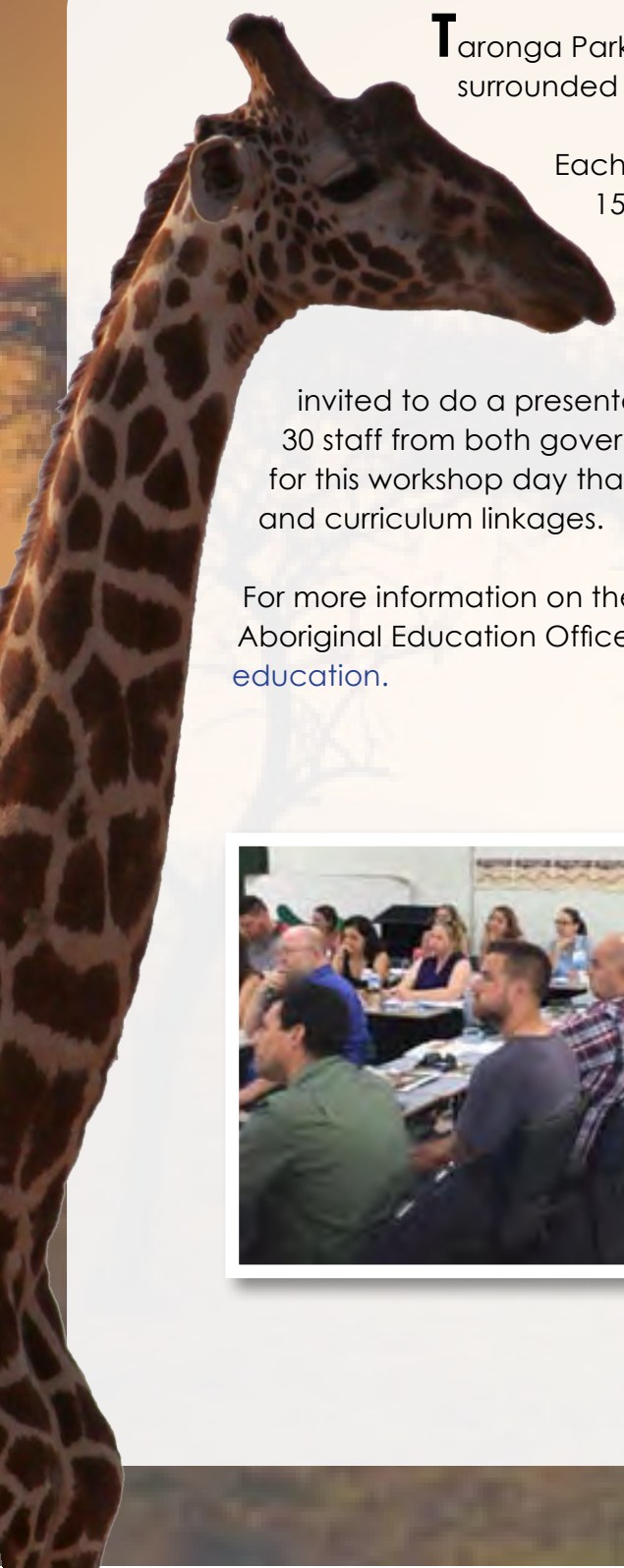
Michele Hall also was awarded the same honour for similar contributions to education. Michele's medal was for outstanding public service to education and through initiatives to improve outcomes for Aboriginal students from disadvantaged rural and remote areas. Her current work in the Connected Communities strategy within the Department

of Education and Communities has seen a vast amount of experience and knowledge put into place for these schools and their communities.



Aboriginal Education Programs

TARONGA ZOO

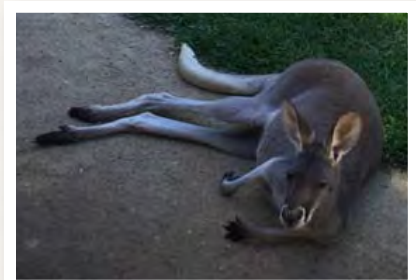


Taronga Park Zoo is located on the northern shores of Sydney Harbour surrounded by foreshore national park on Cammeraygal Country.

Each year, Taronga provides education experiences for over 150,000 school students and their teachers across Taronga Zoo and Taronga Western Plains Zoo.

At a recent Aboriginal Cultural Education Program at Taronga Zoo, staff members from NSW AECG were invited to do a presentation on community involvement and engagement. Over 30 staff from both government and non-government schools were in attendance for this workshop day that included sessions on bush tucker, 8 Ways of Learning and curriculum linkages.

For more information on these programs at Taronga Park Zoo, contact the Aboriginal Education Officer, Natasha Mooney on 9978 4578 or taronga.org.au/education.



GAWURA

St Andrews Cathedral School



ST ANDREW'S
CATHEDRAL
SCHOOL
FOUNDED 1885

Gawura is a day school for Aboriginal and Torres Strait Islander students that is located within the St Andrews Cathedral School in Sydney's CBD.

Gawura provides a quality education from Kindergarten through to Year 6 in a Christian setting within an authentic cultural setting. The school offers students a supportive and nurturing space where they feel secure and learn at their skill levels. The students at Gawura have access to their culture and a pastoral support program.

The school with its 25 students from Kindergarten to Year 6 is regarded as a 'lighthouse' model for Aboriginal education. It also offers 4 scholarships each year for students at the school.

Gawura aims to ensure there is 'no gap' rather than 'closing the gap' for its students. For more information on Gawura at St Andrews Cathedral School, contact 9286 9500 or visit www.gawura.nsw.edu.au



AECG members and Gawura staff at a recent school tour

Annual General Meeting



The 2015 Annual General Meeting was held in Dubbo on Wiradjuri Country. The proceedings started with a Welcome to Country in language and the lighting of the Remembrance Candle.

After the usual apologies and housekeeping arrangements, delegates and attendees proceeded through the itinerary with vigorous and robust discussion. Whilst the 'new constitution' special resolutions were defeated, President Cindy Berwick was re-elected for another term. Life Member John Lester acted as the returning officer and oversaw the election of all other office bearers as well.



In the evening, the dinner was held at the Savannah Function Centre within the confines of the Taronga Western Plains Zoo. Special guests in attendance included the Minister for Education and Communities, Hon Adrian Piccoli MP and his wife Sonia Casanova and Greg Prior and Graham Kahabka from the DEC.

Highlight of the evening dinner, is the presentation of major awards. These were as follows and congratulations to all:

Top HSC Aboriginal Studies Result 2014

Luke Pulver from Hunter Performing Arts High School

Top Aboriginal student in HSC Aboriginal Studies 2014

Shelley Aquilina from Cherrybrook Technology High School

HSC Aboriginal Studies Teacher Recognition Award 2014

Jan Ryan from Tweed River High School

AECG Life Member

Leigh Ridgeway

AECG Associate Life Member

Dr Cathie Burgess











Aboriginal Studies Fieldwork



An integral part of the Stage 6 HSC Aboriginal Studies course is fieldwork participation. Students are required to learn about Aboriginal peoples' relationship to Country including:

- key concepts of Country, Dreaming, customary lore, traditional law
- relationship of Country to peoples, cultures, spirituality, health and lifestyles



Recently students from the Aboriginal Studies classes at Cherrybrook Technology High School, Gosford High School and Killara High School travelled to Mougamarra Nature Reserve near Cowan in northern Sydney on Guringai Country.

This area contains a number of Aboriginal sites, majestic views across the Deerubbin River (Hawkesbury) and the reserve abounds with native flora and fauna. Students were given a bush tucker tasting and were able to gather, select and organise information in relation to Aboriginal peoples' relationship to Country including the Dreaming and the importance of land and water.

For more information on visiting Mougamarra Nature Reserve, contact Gibberagong Environmental Education Centre at <http://gibberagongeeec.nsw.edu.au/>



NSW Education Minister Visit to Gorokan High School

Gorokan High School is a large comprehensive school on the Central Coast of NSW. Recently, the Minister for Education and Communities, Hon. Adrian Piccoli MP, visited the school to announce some additional funding needs for capital works.

A Welcome to Country was given by local Aboriginal community member Gavvi Duncan. This was followed by a performance from the school Didge Group and the girls dance ensemble.

The Minister was able to view the school's Aboriginal Resource and Meeting Room and meet some of the students and community members.

Minister Piccoli commended the genuine partnership the school has with the community and its commitment to meeting the needs of Aboriginal Education.



Successful Year for 2014 Year 12 student Lakkari Pitt

At the end of 2014, Aboriginal student Lakkari Pitt of Red Bend Catholic College Forbes had plenty to be proud of. Lakkari received high achievements for the committed work she accomplished in her HSC Aboriginal Studies and Visual Arts.

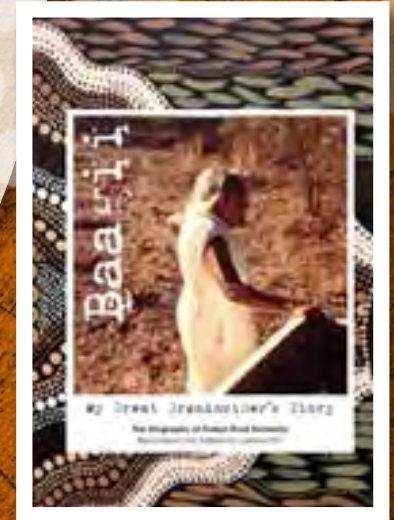
Lakkari studied Aboriginal Studies online through the Diocese of Lismore and her HSC results of Band 6 reflected her dedication and hard work. As part of the Stage 6 Aboriginal Studies course Lakkari submitted a biography of her Great Grandmother called "Baagii" that received an assessment mark of 100%. Lakkari's major project was selected for inclusion in the State Library of NSW 2014 collection, a feat of only a selected few in Year 12.

Lakkari also produced a painting for her major in Visual Arts which was selected for Artexpress 2015. Artexpress is an annual series of exhibitions of artworks created by New South Wales Year 12 Visual Arts students for the HSC examination. Lakkari's artwork is called "Wabu" depicting her country of Walgett from a bird's eye view.

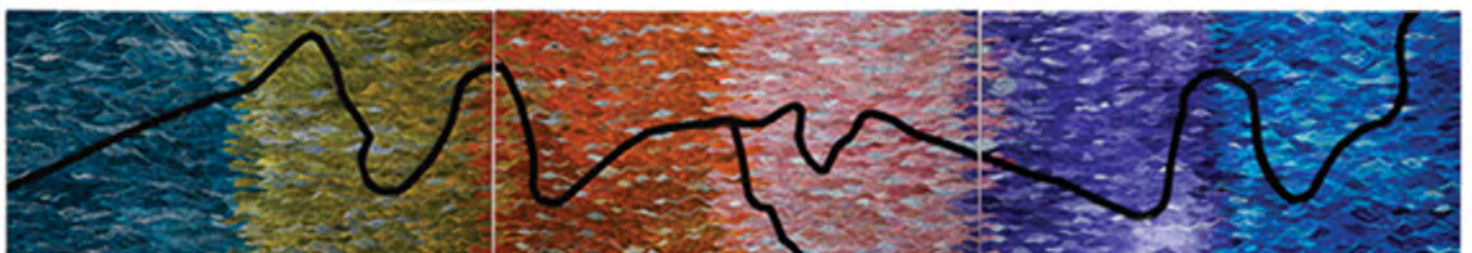
Lakkari is one of those quiet achievers that can easily express her passion for her Aboriginal culture through all types of mediums. Lakkari is currently attending the University of Newcastle enrolled in the Bachelor of Aboriginal Professional Practice.



Lakkari Pitt
Red Bend Catholic College
Year 12, 2014



Aboriginal Studies
Major Project
"Baagii"



Visual Arts Major "Wabu"

Nanga Mai Awards

2015



Nanga Mai is an Eora (Sydney) word meaning 'to dream'. The Nanga Mai Awards celebrate and recognise innovation, excellence and achievements in Aboriginal education across NSW public schools and communities.

The NSW Aboriginal Education Consultative Group Inc congratulates this year's recipients on their achievements and wish them every success in their future endeavours.

Student Awards:

Encouragement Award

- Harmonie Baker-Werth: Figtree Heights Public School
- William Gordon-Weeks: James Busby High School

Outstanding Student Engagement Award

- Brooklyn Paulson: Tuncurry Public School
- Tyreece Sampson: Biraban Public School

Outstanding Achievement in Sport Award

- Gabrielle Turnbull: Wooloware High School
- Jemma House: Hunter Sports High School

Outstanding Achievement in Performance/Creative/Visual Arts Awards

- Jack Williams: St Clair High School
- Brittney Angus: Figtree High School

Outstanding Achievement in Public Speaking Award

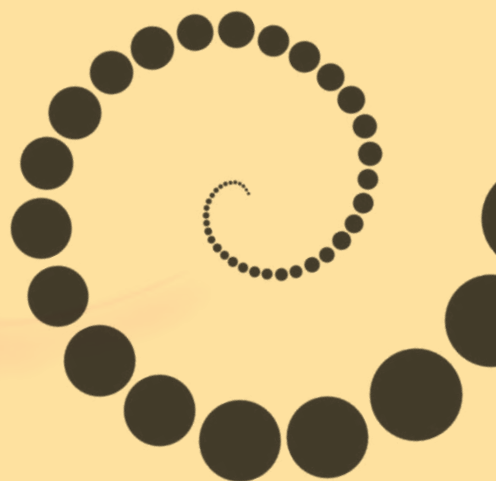
- Sean Nener: Sylvania High School
- Michael Jeffery: Dubbo College Senior Campus

Student Leadership Award

- Zoe Stewart: Campbelltown Performing Arts High School
- Hayden Charles: Endeavour Sports High School

Academic Excellence Award

- Rebecca Neal: Figtree High School
- Eden Gonford: Taree High School



Highest Achieving Aboriginal Student in the Higher School Certificate Award

- Gemma Tierney: Northern Beaches Secondary College, Manly Campus

Staff Awards:

Award for Outstanding Contribution to Educational Achievement by an Aboriginal Staff Member

- Ms Wendy Buchanan: Glebe Public School

Award for Outstanding Contribution to Educational Achievement by a non-Aboriginal Staff Member

- Ms Narelle Clapson: Taree Public School

Award for Outstanding Leadership in Aboriginal Education

- Mr Benn Saunders: Taree High School

Award for Outstanding Leadership in Aboriginal Languages

- Mr Ronald Simpson: Boorowa Central School

School/Community Awards:

Award for Outstanding Contribution to Educational Achievement by a Community Member

- Aunty Nelly Mooney: Milton Public School

Award for Outstanding School and Community Partnership

- Brooke Ave Public School

Award for Outstanding Commitment to increasing knowledge and understanding of Aboriginal histories, culture and experiences of Aboriginal peoples

- Hillvue Public School

Director's Meritorious Award – Love of Learning

- Aunty Daphne Bell: Crawford Pubic School



Hillvue Public School



Brooke Avenue Public School

Festival of the Brolga

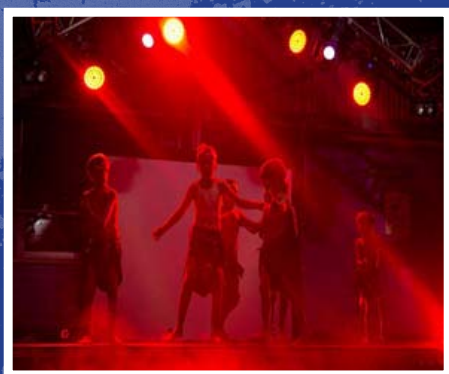
A Moree East Public School Students
& Community Performance



The Festival of the Brolga held at Moree East Public School was aligned to the school curriculum and included one-on-one mentoring and arts led workshops, to produce Festival of the Brolga. This is an annual community festival that celebrates identity and drives connections between the school, the community, families and culture.

The project worked closely with local Elders and other community members in the school to tell the story of the Brolga and its relevance to modern day Moree. The project was based around workshops with young people developing their technical and story-telling skills in dance, performance, theatre, film and song. The content and inspiration for these workshops will come from the Elders' and community stories and their living memories.

The participants worked with professional artists to develop the content for the festival celebration.



AECG Writes

Lismore, December 2014



I recently attended the North Coast Regional Aboriginal Education Awards at Southern Cross University. The opening of the Award Ceremony was wonderful, with Welcome to Country by Aunty Thelma James and an outstanding musical performance by Laura Nobel who

was accompanied by Ray Arnott.

These awards were to recognise and celebrate the achievements of students, staff and community member in Aboriginal Education. The artworks on the certificates and glass plaques were created by Troy Freeburn, Regional Aboriginal Community Liaison Officer to Tweed/Ballina. The number of recipients from these three award categories were:

- 23 students from various schools
- 3 staff of the Department of Education and Communities
- one community member.

I was amazed and inspired to hear the narratives of all the recipients, especially our young people. I got excited about the direction of where our young people can go today, compared to the days of the late 1930s and early 1940s when my grandparents were young.

I have realised that the First Nations people of Australia can be described like this scene, as the sunrises or sunsets, in your picture, where ever your location, whatever the season and weather conditions determines how we capture that picture. I have recognised that there are countless pictures that would be amazing, beautiful, stunning, incredible, gorgeous and eye catching. There are so many words which can capture the image that describes you.



How our people have lost, they survived, adapted to change (whether good or bad), strived for a better life and as well as thrived in unusual circumstances. We the First Nations people of Australia, are not a people who are conformed to stereotypes. We are a people who live in two worlds so to speak, we have strength, courage and adaptability to be who we need to be. We all have opportunities, grab them with both hands, take the leap of faith and fly. If we fail or have a set back, it may take time to dust yourself off and have another go. I would like to thank those who played a part in making the awards happen.

Congratulations for an incredible day of celebration.

Cheers,

Beverly Close

Cultural Awareness Training

I write to encourage Indigenous people to request Cultural Awareness Training be presented in their workplace.

I wanted to be involved with and have a better understanding of education for my three children. When two of my children started school I volunteered in their classrooms. Remembering my schooling wasn't exciting. My mum had to work because Dad had left and she had to clean houses and offices. We didn't have a car so Mum had to walk to work. This took up most of her time. She wasn't able to come into school to see how my three sisters and I were going. I didn't want this for my Jarjums. That's why I got involved. Over the next few years I was offered casual employment at the two primary schools and the high school. My knowledge in literacy and numeracy grew but I felt there was something missing in the schools.

When I gained permanent employment as an Aboriginal Education Officer in 1991 I realised what the missing link was. The missing link was Cultural Awareness Training

for all staff members. My goal was now to have Professional Development for all members of staff to have an awareness, understanding and sensitivity towards my culture. The truth needed to be heard about Aboriginal history. I was involved with the planning and delivery of Connecting to Country with AECG members a few years ago. We planned for weeks and on the three days some of us Goories presented while others worked behind the scene in delivering our culture to non-Aboriginal staff. We (AECG) worked as a team and grew in confidence each day. Paper and pens were not required to take notes, which teachers found hard. As most of you would be aware, we Goories learn by listening and hands on.

I participated in the Stronger Smarter Leadership program in 2012. This program has strengthened me to:

- feel valued and respected in my workplace
- become familiar with the Rules of Association, Partnership Agreement and Education Policy and most importantly
- encourage other Goories to find their voice.

Casino has a strong representation at AECG meetings and principals regularly attend. This year our management team was approached by the primary school principals to deliver Cultural Awareness Training to their staff in Term 2. Representatives from the high school asked us to present the same training to their staff in Term 3. Around one hundred & seventy staff attended these two days. Sharing the hardships and heartaches that our families, Elders and Ancestors have experienced was very emotional at times but we stood Strong & Proud. I feel that my boss has paved the way to advance Aboriginal education by leading all staff at my school to improve learning outcomes and to have higher expectations for our Goori kids.

For years I always believed that there would be someone to deliver Cultural Awareness Training but for me to be a part of and involved with this training was way beyond my expectation and very empowering.

I strongly encourage you to find your voice and request Cultural Awareness Training be presented in your workplace and for you to continue to be strong and deadily.

Carmel Close

Port Macquarie and Wauchope sign off the AECG Local Partnership Agreement

On the 27th March 2014 the Hastings Aboriginal Education Consultative Group signed off with Principals from around the community of schools in the Port Macquarie and Wauchope areas. The Principals from these schools represented both high schools and primary schools. Over the previous eight months there were many discussions around the Local Partnership Agreement and what the structure would look like. The discussion was around the roles and responsibilities of schools and the Hastings Aboriginal Education Consultative Group (LAECG).



The venue for the signing off Partnership Agreement was hosted by the Local Birpai Land Council with a community BBQ following the formalities. A large number of Aboriginal community people were in attendance including staff members from schools. It was the beginning of a new adventure with the Local Aboriginal community AECG and the local schools in Port Macquarie and surrounding areas.

Linda Olive



LISMORE TRANSITION PROGRAM.

Achieving positive educational outcomes for young children.

Lismore Transition Program (LTP) provides a play based early intervention program that builds on the strengths of the children and their immediate environment.

The program was founded in 2010. Funding for this development came from the Department of Family, Housing, Community Services and Indigenous Affairs (FaHClA) to YWCA and in conjunction with Summerland Early Intervention Centre (SEIP) established the program. It was based on similar programs already established in Coraki and Goonellabah. The alterations for Lismore Public School, the purchasing of equipment and employment of staff took place and children started attending in late August 2010.

A Pre-school/kindergarten atmosphere is provided for children, beginning with a pre-school program and emerging into a kindergarten routine by the end of term 4, by which time the children are then familiar with school routines and school surroundings. LTP consists of 24 children set into two groups and each group attend two days per week. An advisory committee was set up and referrals are taken to a selection panel and selected according to the set criteria for families to attend LTP.

Dedicated staff members are highly skilled at providing day to day learning and developmental support for children and also assisting parents in accessing outside agencies to provide support with other family issues. These include Child and Family Health, Ready Set Go, therapists and support workers, staff from local preschools and child care centres.

LTP will continue to provide excellent programs for Indigenous and low socio economic families or families who are at risk or harm. It will also to continue the partnership with Lismore Public School in creating confidence and building up the self-esteem of great children who successfully transition to kindergarten.

The children are fun and grow to be amazing, confident individuals which makes LTP a very enriching and engaging program.

Elizabeth Parry
Aboriginal Assistant
Lismore Transition Program

Concerns about NAIDOC funding

Tabulam/Bonalbo local AECG have concerns around funding for NAIDOC.

NAIDOC Day is a time to share our culture, as we do by sharing our stories, songs and dance and to celebrate and to have reconciliation in our country. Yet we Aboriginal workers in the school have to seek funding like

I am begging. For we like to keep culture alive.

Schools have only a limited budget. There is so much we have to do. We have to decide which comes first and we know what that is and that is the students. It depends on how much money your school is allocated. You get excited because you know what coming up NAIDOC all the while you received these emails reminding you NAIDOC is coming so you start planning, and we all know what that involves a lot of time and arranging what to put on the agenda for the day.

The process begins:

- Start planning – we're feeling proud
- Feeling good – we've submitted our plan
- Wait patiently – full of hope
- Get a "No" – feels tough
- Told we can't apply – that we're just like schools.

For schools, who are the ones who teach and pass on to the next generation? I am a proud Aboriginal woman and I try my hardest to keep my culture alive with only so much money.

We are pressured for time:

- Councils in your district – have limited money
- Local land council – no money
- Schools have limited money – where they can help?
- Limited infrastructure – not enough opportunity
- Rural & isolated – these are problems that need to be overseen.

All the above! Local council, well it depends on how big and broke your shire is. They too have to consider what their priorities are. Think how many schools would be doing the same, seeking funding. It's very competitive. Isn't the council part of the government system too? When your local and surrounding councils put on their NAIDOC day it cost us money to get there to be part of this.

All we seem to be doing is submitting here and there and everywhere, only be disappointed.

NAIDOC Committee and Aboriginal Affairs: it would be good not to have to stress, could you put some thoughts and consideration to allocate some funding to schools to have one day of celebrating, but with assistance. I love our day, I would like our NAIDOC day to achieve an A plus+.

Rachel Moore

Hard Lesson to Learn

As a Bundjalung woman in my mid 50s, I applied for and gained a job with the Department of Education, and now I'm contributing to life and feel more valued as an individual.

Due to more Government regulation it's getting harder for Aboriginals to get jobs in preschools without qualifications. When I attend professional development days or take sick leave, I am replaced by non-Aboriginal people because it is hard to find Aboriginal people with qualifications.

Working as a Student Learning Support Officer (SLSO) at the preschool for nearly four years, difficulties that I came across were:

- Teacher jargon was hard to understand
- No orientation to the job was provided
- No support was offered
- Lack of communication from staff members
- No teamwork existed
- No qualifications put me at a disadvantage.

Knowing that my schooling wasn't that great, the teachers were scary to me and it was hard to relate to them, but to my surprise I found that they are only people. In the back of my mind the difficulties are still there because I feel I'm not an equal.

Aboriginal people that are interested in travelling down this road of education need to be nurtured, encouraged and supported in completing their goal to be qualified educator. As Aboriginal people there is a need for a support network. In our culture it's always been there, but it takes time to move forward if the encouragement, guidance and yarning is not there. We need to feel valued to be able to grow.

In conclusion, all people should be valued, supported and respected in order to grow together.

[Name withheld]
Bundjalung Woman

ENGAGING PARENT AND CARERS WITHOUT BOUNDARIES

Parents and carers participation is very important to student achievement and school success.

Primary schooling is a foundation of learning not just for

the students but for the parents and carers as well. It provides the beginning of a great journey for our children. Our children need our support. Without boundaries mean that we can go to school and learn with them, and not be pressured. Go and enjoy a day or two with them.

To consider all involved to each child that attends the school, there must be an understanding of parents and carers needs, such as no transport, no daycare facilities, no work and low self-esteem.

The parents and carers are the first educators of their children and their right to participate in their children's schooling. They are the people with parental responsibility.

It's a lot of work getting your children to school and wanting to be a part of the activities but it's a great start to their future.

Selina Hickling

Here to help

I am a strong willed Aboriginal woman from the Bundjalung nation with a young family and a passion for education. I work as a teacher's aide in a classroom of a special education unit at a school on the Northern Rivers.

Teacher aides make a difference in young people's lives by providing a wide range of support for students who need assistance to participate in educational activities and achieve learning outcomes.

It's not an easy job at times but the satisfaction of seeing the children's progress in their education always brings a smile to my face.

Teacher aides fulfil very important roles in schools because they work with classroom teachers and specialist teachers, to support the learning and social, emotional needs of children. We help make a difference within the school community.

Teacher aides work closely with teachers and non-teaching professionals to provide a wide range of support for students.

These include:

- Developing and locating resources
- Setting up and operating equipment
- Undertaking administrative duties
- Supervising students

- Facilitation of activities under the direction of a teacher.

There are many differences from mainstream to special education but as a teacher's aide a lot of frustrations are the same.

Our lack of formal qualifications does not mean we cannot work effectively. We are put into classrooms to support and to help! No, most of us if any do not have a university degree but I have seven years experience working in classrooms, two children in which I have reared my own schooling and not to forget my knowledge of my culture and heritage. My life has been both challenged and enriched with so many experiences and yes although I have no university degree, I too make a difference and have plenty to bring to the table.

Another frustration is caused by poor communications. Lack of effective communication results in ineffective management of teacher aides by teaching staff, and as a consequence, lack of recognition or definition of our roles and responsibilities. It is a common occurrence for a parent to converse with an aide sometimes more than the teacher as the relationship feels more assessable and less arduous. At the very least be content that a parent feels content to converse at all.

Research has found that teacher aides, the invisible elves of the inclusive school are being asked to mediate the environment and help provide the necessary supports for students with complex needs, in classrooms without the recognition, organisational support or training that we need to perform at optimum levels. What is the difference between a learning support that teacher aides provide in explaining, expanding, reinforcing and clarifying classroom input for students and that provided by teachers? As long as it is helping students, everyone wins.

So to teachers, parents, carer's and everyone that is involved in any child's education 'help me to help you, to help them!

Sonia Makings.

Attention all Aboriginal Artists!

The members of the MIL-PRA (Met South West) Regional AECG invite you to send in your art work to the annual:



The exhibition will be from 12th September to 4th October 2015,

at the Casula Powerhouse Museum, Casula.

Registration forms will be sent out ASAP

They will be due back in July.



Theme:

"It is SACRED GROUND!

Learn, Respect and Celebrate"

Artists who wish to win the Mil-Pra Art Prize (\$1000) must paint to the theme. There are 5 more prizes that have an open theme. In the spirit of reconciliation the Student section is open to all children in our schools.

For further information please ring Trish Leverett (0411127331), Lyn Martin (0404937078)

or

The Casula Powerhouse Arts Centre on 98241121



Professional Learning

The NSW AECG are conducting some professional learning workshops around the state. These are the first of many that will be run throughout the year, with another workshop 'First Contact' to be offered soon. For further information, please contact our Curriculum Officer, Dave Lardner on (02) 9550 5666 or dave.lardner@aecg.nsw.edu.au

 New South Wales
Aboriginal Education
Consultative Group Inc.

Effective English as an Additional Language/Dialect

Semester 1, 2015

Professional Learning

The NSW AECG Inc will be conducting Professional Learning workshops for educators on Effective English as an Additional Language/Dialect during 2015.

- Maximum number of participants per workshop: 30
- Cost per participant: \$55 (includes GST)
- Light refreshment provided


Workshop Details: The Effective English as an Additional Language/Dialect Pedagogies program has been developed to provide teachers with knowledge, skills and practical strategies for teaching Aboriginal students who use a 'non-standard' dialect as their first home language. This 2 hour workshop assists teachers to recognise the impact of Aboriginal English on academic achievement.

Workshop 1 – Effective English as an Additional Language/Dialect
Dave Lardner, Curriculum Officer, from NSW AECG Inc.
Location: Gawura Aboriginal Learning Centre NSI TAFE Brookvale Campus
Time: 4 – 6.00 pm
Date: Tuesday 5 May, 2015.

Workshop 2 – Effective English as an Additional Language/Dialect
Dave Lardner, Curriculum Officer, from NSW AECG Inc.
Location: Briar Rd Public School, Campbelltown
Time: 4 – 6.00 pm
Date: Thursday 18 June, 2015.

 Completing Effective English as an Additional Language/Dialect will contribute 2 hours of QTC Registered PD addressing 1.3.2, 1.4.2, 1.5.2 and 2.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

NSW AECG Inc. is endorsed to provide QTC Registered Professional Development for teachers at proficient level.

 New South Wales
Aboriginal Education
Consultative Group Inc.

Living Things: An Aboriginal perspective for Stage 2 Science

Semester 1, 2015

Professional Learning

The NSW AECG Inc will be conducting a number of Professional Learning workshops for educators during 2015.


- Maximum number of participants per workshop: 30
- Cost per participant: \$55 (includes GST)
- Light refreshment provided

Workshop Details: This 2 hour workshop will demonstrate the importance of Country for Aboriginal peoples and the relationship they have with different environments. A case study approach that centres on student based research on the ways Aboriginal peoples classify plants and animals will be shown.


Living Things: An Aboriginal Perspective for Stage 2 Science
Dave Lardner, Curriculum Officer, from NSW AECG Inc.

Workshop Dates and Locations:

- Kellyville Public School, 35A Windsor Rd, Kellyville. Time: 4 – 6.00 pm
Date: Wednesday 29 April 2015.
- Gawura Aboriginal Learning Centre NSI TAFE Brookvale Campus.
Time: 4 – 6.00 pm, Date: Tuesday 12 May 2015.
- Briar Rd Public School, Briar Rd Campbelltown. Time: 4 – 6.00 pm
Date: Thursday 25 June 2015.

 Completing an Aboriginal perspective for the Stage 2 Science Syllabus will contribute 2 hours of QTC Registered PD addressing 1.4.2, 2.1.2 and 2.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

NSW AECG Inc. is endorsed to provide QTC Registered Professional Development for teachers at proficient level.

 New South Wales
Aboriginal Education
Consultative Group Inc.

Personalised Learning Plans for Aboriginal students

Semester 1, 2015

Professional Learning

The NSW AECG Inc will be conducting a number of Professional Learning workshops for educators during 2015.


- Maximum number of participants per workshop: 30
- Cost per participant: \$55 (includes GST)
- Light refreshment provided

Workshop Details: The design and implementation of PLPs will assist teachers in maximising learning outcomes and achievements for Aboriginal students. Specific instructional activities will be explained so as to engage parents and support students to meet agreed goals.


Personalised Learning Plans (PLPs) For Aboriginal Students
Dave Lardner, Curriculum Officer, from NSW AECG Inc.

Workshop Dates and Locations:

- Gawura Aboriginal Learning Centre, NSI TAFE Brookvale Campus.
Time: 4 – 6.00 pm, date: Thursday 7 May 2015.
- Kellyville PS, 35A Windsor Rd, Kellyville. Time: 4 – 6.00 pm
Date: Thursday 11 June 2015.
- Boronia Park PS (113 Pittwater Rd, Hunters Hill). Time: 4 – 6.00 pm
Date: Tuesday 16 June 2015.
- NSW AECG Secretariat, 37 Cavendish St Stanmore. Time: 4 – 6.00 pm
Date: Tuesday 23 June 2015. Time: 4 – 6 pm

 Completing Personalised Learning Plans for Aboriginal students will contribute 2 hours of QTC Registered PD addressing 1.3.2, 1.4.2 and 1.5.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

NSW AECG Inc. is endorsed to provide QTC Registered Professional Development for teachers at proficient level.

 New South Wales
Aboriginal Education
Consultative Group Inc.

Water for Stage 4 Geography Syllabus

Semester 1, 2015

Professional Learning

The NSW AECG Inc. will be conducting Professional Learning workshops for educators on Water: An Aboriginal Perspective for Stage 4 Geography Syllabus during 2015.


- Maximum number of participants per workshop: 30
- Cost per participant: \$55 (includes GST)
- Light refreshment provided

Workshop Details: Water is an important part of the physical environment. It is an integral part of Country for Aboriginal peoples. This workshop will explain the importance of water usage and management for Aboriginal peoples using a case study approach.

Water: An Aboriginal Perspective for Stage 4 Geography Syllabus
Dave Lardner, Curriculum Officer, from NSW AECG Inc.

Workshop Dates and Locations:

- Wyong High School, 53 Allison Rd, Wyong (T Centre) Time: 4 – 6.00 pm
Date: Thursday 26 February 2015.
- Ryde Secondary College, 5 Malvina St, Ryde. Time: 4 – 6.00 pm
Date: Thursday 26 March 2015.
- Shoalhaven HS, 60 Park Rd, Nowra. Time: 4 – 6.00 pm
Date: Wednesday 3 June 2015.

 Completing Water, an Aboriginal Perspective for Stage 4 Geography as will contribute 2 hours of QTC Registered PD addressing 1.4.2, 2.1.2 and 2.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

NSW AECG Inc. is endorsed to provide QTC Registered Professional Development for teachers at proficient level.

Did You Know ... Sydney Exhibition Centre



By the late 1850s, the colonies of both NSW and Victorian had grown substantially, no thanks to discovery of gold and the wealth it generated.

In 1879, the Sydney International Exhibition was constructed and opened in what we now know as the Domain area of the city, Cadigal country. Its aim was to promote commerce and industry, along with art, science and education.

The building was known as the Garden Palace and was similar to that of a large

cathedral. However, it was constructed largely from timber, which ensured its complete destruction when engulfed by a large fire in the early morning of September 22, 1882. The Garden Palace at that time was used by a number of Government Departments and many significant records were destroyed in the fire. Importantly, the building housed an enormous collection of Aboriginal tools, weapons, utensils and other records from the Aboriginal nations across the eastern seaboard. These too were all lost. Fortunately, we still have much of our culture recorded in the various rock engravings that can be found across the Sydney region and beyond.



All that remains of the former Garden Palace site is some carved sandstone gateposts and wrought iron gates, located on the Macquarie Street entrance to the Royal Botanical Gardens.

Did you know...

1965

30 Aboriginal school children are allowed entry into the Moree swimming pool after a protest against racism begins.

1986

Pat O'Shane is appointed as NSW's first Aboriginal magistrate.

1995

Federal Cabinet proclaims the Aboriginal flag and the Torres Strait Islander flag as official flags of Australia.

1997

Dr. Faith Bandler AM wins the Human Rights Medal.

1998

Aiden Ridgeway is elected to the Senate as a candidate for the Australian Democrats - only the second Aboriginal federal parliamentarian (after Neville Bonner).

2000

Queen Elizabeth II meets Arrernte traditional owners in Alice Springs - the first time that Aboriginal people have met the Queen as recognised title holders.

1984

Charles Perkins is appointed Secretary of the federal Department of Aboriginal Affairs, becoming the first Aboriginal person to head a federal government department.

1970

Eric Simms kicks four field goals in South Sydney's 23-12 Rugby League Grand Final win over Manly. He kicked so many goals that season that the authorities reduced the value of a field goal from two points to one.



Contact Us

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